DOCUMENT RESUME

ED 155 693 CS 204 111

TITLE	Bloomington Writing Assessment 1977: A Report to Students, Public and Teaching Staff.
INSTITUTION	Bloomington Public Schools, Minn.
SPONS AGENCY	Minnesota State Dept. of Education, St. Paul.
PUB DATE	Jun 77
NOTE	60p.; For related document, see CS204110
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Basic Skills; *Composition Skills (Literary); *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Grade 4; Grade 8; Grade 11; Public School Systems; *Student Evaluation; Testing Programs; Test Results; *Writing Exercises; *Writing Skills
IDENTIFIERS	Minimal Competency Testing; Minnesota (Bloomington); National Assessment of Educational Progress

ABSTRACT

This summary of the Bloomington, Minnesota, public schools writing assessment program includes background information about the selection of exercises that assessed fourth-, eighth-, and eleventh-grade students' writing abilities, a list of these exercises that were used, and information about the students who were assessed. The results of the assessment (with national results included for comparison) are divided into data on primary traits (recording, responding, expression, and persuasion) and secondary traits (overall mechanics, word errors, and sentence errors). The final two sections of the report contain analysis of the results, comments, recommendations, and a table of students' performances in writing mechanics. (RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155693

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BLOOMINGTON
WRITING
ASSESSMENT
1977

A REPORT TO STUDENTS, PUBLIC, AND TEACHING STAFF

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Bloomington Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

BLOOMINGTON SCHOOLS
Evaluation Office

June, 1977

Fred M. Atkinson
Superintendent of Schools

Orville Ruud
Director of Evaluation

CS 204 111

A use of the National Assessment in reporting to staff, parents, and community.
Partially funded by a Minnesota Department of Education P.E.R. Demonstration Grant.

The Bloomington Writing Assessment
Executive Summary

Purpose of this summary

This summary is intended as a concise statement of the writing assessment results and the concerns and recommendations formulated from these results. The total report describes the background of the assessment, specific student performance, the analysis of this performance and the reasons for the concerns and recommendations.

Comments

The ability to record information with completeness, clarity and coherence is a moderately strong writing trait for Bloomington students. Bloomington students capably write accident reports and record telephone messages. Eighth and eleventh grade students have a need for more completeness in recording a telephone message to the level of citizen-staff standards.

Responding is a strong writing trait for Bloomington students. They can aptly write thank you notes, letters and address envelopes. Grade eleven pupils show a need in writing a letter of job application.

Bloomington students exhibit strengths in writing for expression. They use good narrative design and originality.

Persuasive writing is a writing trait not strongly exhibited by Bloomington students. Students do not clearly present points of view and elaborate reasons to support their points of view.

Good mechanics of writing are used by Bloomington students. They exhibit good quantity of writing, word choice, capitalization, sentence construction and use of end marks. Spelling, use of awkward sentences and punctuation in the students' own writing may be areas for improvement.

Recommendations

Writing curriculum consideration through district curriculum review and writing instruction emphasis through division and building administration should focus on these improvements.

Students should be made aware of the need for completeness in recording information.

A letter of applicaton for employment should be written in grade 10 English classes with a follow-up in grade 11.

Present writing instruction for expression should be continued.

Writing experiences in persuasive writing, especially dealing with clarity and quality of argument should be a part of the curriculum in all grade levels and should be integrated into all subject areas.

Spelling, punctuation and appropriate sentence structure should be practiced in writing assignments.

Writing Assessment
1975-76

Page

I. Background, Purpose and Design 1
Persons and groups who designed, wrote, conducted, scored, analyzed and reported this writing assessment 2
Events in the progress of writing assessment 3
Design of the Bloomington writing assessment 4
Exercises selected for the writing assessment and student sampling . 9
II. Student Characteristics 12
Student questionnaires 13
III. Results - Primary Traits 16
Recording 17
Responding 22
Expression 28
Persuasion 36
IV. Student Results - Secondary Traits 39
Mechanics overall 45
Mechanics - word errors 45
Mechanics - sentence errors 45
V. Analysis, Comments and Recommendations 46
VI. Range of Students' Performance on Mechanics of Writing 53

I. Background, Purpose and Design

The Bloomington writing assessment was the work of many people.

First a writing steering committee clearly described "What Is Writing" from the Bloomington writing curriculum. This description was shared with consultants who had accomplished a writing assessment at Hopkins and who had used national writing assessment exercises. The steering committee outlined the content for the assessment, described an appropriate testing procedure and prescribed constraints to be observed in the choice of appropriate writing exercises.

The writing assessment task force selected appropriate test exercises, combined them into test booklets and field tested the exercises with students.

National Assessment consultant Ms. Ina Mullis trained Orville Ruud and Rosemary Schneiderhan in the assessment scoring procedures and provided scorer training materials and scored samples to use in training the Bloomington scorers.

Writing exercises were administered in regular school classes. The writing sample chosen randomly from all students was scored and results coded for summary and analysis at TIES.

An analysis and reporting group reviewed the results to identify strengths and weaknesses, to describe concerns and recommendations, and to assemble this report.

PERSONS AND GROUPS WHO ACCOMPLISHED THIS WRITING ASSESSMENT

Design of the Writing Evaluation

Writing Assessment Steering Committee

Dr. Patricia Dahl RV
Ms. Donna Duffy OL
Ms. Marcia Fridland LN
Mr. Donald Hegg PT
Mr. Earl Lyons JF
Ms. Cornelia Nachbar JF
Mr. William Sullivan OG
Ms. Marion VanHaur KN
Ms. Marilyn Vincent WW

Advisors

Dr. Don Sension - Hopkins Schools
Mr. Charles Caruson - Hopkins Schools
Dr. Orville Ruud - Bloomington Schools

Selection and Writing of the Assessment Items

Writing Assessment Task Force

Ms. Michaela Hines PB
Ms. Elizabeth Bruggemeyer PN
Mr. James Colwell JF
Mr. William Sullivan OG
Ms. Marilyn Vincent WW
Ms. Marilyn Wilhelm LN

Advisors

Dr. Rosemary Schneiderhan
MN Dept. of Education
Dr. Vernon Achtermann, NAEP
Ms. Ina Mullis, NAEP

Administration of Writing Tests

Grade 4 Teachers
Grade 8 Language Arts Teachers
Grade 11 Language Arts Teachers

Scoring and Processing

Test Scorers

Ms. Carla Roth
Ms. Marceline Davidson
Ms. Mary Sullivan
Ms. Helen Gonzalez

Advisors

Ms. Ina Mullis, NAEP
Ms. Susan Worthan, MRC
Dr. James Linsay, TIES
Mr. Tom Allen, TIES

Analysis and Reporting

Mr. Waldo Asp
Ms. Jeanne Huss
Ms. Arlene Bush
Ms. Charles DeCorsey
Ms. Richard Helmberger
Ms. Judy Anderson
Ms. John Nauman
Ms. Marilyn Wilhelm
Ms. Marion Vanhaur
Ms. Cornelia Nachbar
Dr. Pat Dahl
Ms. Marilyn Vincent
Mr. William Sullivan
Ms. Donna Duffy
Mr. Donald Hegg
Ms. Elizabeth Bruggemeyer

EVENTS IN THE PROGRESS OF WRITING ASSESSMENT

April 1976	Writing, school attitude, music and social studies were recommended as areas for consideration for 1975-76 assessment.
May 1976	Writing Assessment was identified as an area for 1975-76 assessment by the Superintendent and his Cabinet.
June 1976	A Writing Assessment Steering Committee described the scope of the Writing Assessment.
July 1976	A Writing Assessment Task Force wrote and selected writing items and student questionnaire items to meet the specifications of the Steering Committee.
August 1976	The Steering Committee reviewed assessment design and assessment materials.
September 1976	The Superintendent and Cabinet approved the Writing Assessment. Ina Mullis, National Assessment of Educational Progress, provided National Scoring Guides and training in their use.
October 1976	The Writing Assessment exercises were tried by the Steering Committee members and scored by Scorers.
November 1976	Testing and scoring of grade 8 exercises was accomplished. A citizen and staff committee assigned standards of performance.
Jan/Feb 1977	Testing and scoring of grade 4 exercises was accomplished.
Mar/Apr 1977	Testing and scoring of grade 11 exercises was accomplished.
May 1977	Writing results were analyzed by staff and citizens.
June 1977	Preliminary writing results released to staff and community.
August 1977	Writing results presented to Writing Assessment Steering Committee and English staff.
September 1977	Writing results presented to the Board of Education.
October 1977	Writing assessment results presented to Elementary and Secondary Instruction Advisory Committees and Elementary and Secondary Administrative Advisory Committees.
July 1978	Writing results forwarded to the State Department of Education with the annual PER report.

DESIGN OF THE BLOOMINGTON WRITING ASSESSMENT

Writing Assessment Task Force
June 1976

Definitions of Writing and Writing Assessment

What is writing?

Writing is the recording and preserving of language and the transmission of ideas. Writing is subject to certain organizational and mechanical conventions. Although writing purposes differ, all writing situations presuppose the existence of a message and an audience, and all must be evaluated in terms of their appropriateness in those situations.

The different purposes for which one writes--recording information, responding to a situation established for the writer, expressing a personal observation (for either oneself or another), or attempting to persuade the reader to do or believe something--share some attributes to qualify as acceptable, but also have distinctive attributes related to their purposes.

The recording of information (lists, instructions, directions, proposals, minutes, et cetera) must be clear, coherent, and complete.

Responding (answering a test item, completing a questionnaire, writing an assigned paragraph of comparison, et cetera) must be appropriate for the situation established. That is, the writing must be well enough organized, developed, and expressed to satisfy the expectations established in the situation.

Expressive writing must be true to its intention. For example, if a poem attempts to recreate an emotional experience, it must do so to a degree that enables different readers to feel they have experienced the situation as the writer intended it to be perceived.

Persuasive writing must have sufficient cogent and relevant data, expressed in a tone appropriate for the audience for which it is intended.

What Traits of Writing Will Be Assessed?

Compositional organization and mechanical accuracy will be measured in terms of four purposes: recording information, responding to a situation, expressing an observation, and attempting to persuade.

Compositional organization includes the following considerations: unity, coherence, and emphasis.

Mechanical accuracy includes such language skills as paragraphing, sentence structure, capitalization, punctuation, spelling, word usage, and agreement.

Assessment Domains

I. Recording Information

Stimulus: read something to student that includes information that can be written down. The details could become more complex as grade level goes up (e.g., reporting accident). Give students an opportunity to rewrite.

Primary Traits of Assessment:

A. Coherence (8,11)*

The student demonstrates the ability to relate ideas logically and syntactically in the use of transitional words and phrases.

B. Clarity (4,8,11)

In describing, explaining, or interpreting a situation, the student does so with sufficient clarity for a reader to follow the discourse without doubt or further explanation.

C. Completeness (4,8,11)

In describing, explaining, or interpreting a situation, the student does so without omitting any significant elements necessary for a complete and adequate account.

The student will demonstrate the ability to expand a simple sentence pattern by the embedding or addition of modifying words, phrases, or clauses (11).

II. Responding

Stimulus situation: The student will be given a situation to which a response is required (example: answering test item, writing a paragraph, letter of thank you, questionnaire).

Primary Traits of Assessment:

A. Appropriateness (4,8,11)

In answering a test or workbook question, the student responds fully and clearly without including irrelevant material.

B. Coherence (11)

The student demonstrates the ability to relate ideas logically and syntactically in the use of transitional words and phrases.

---

* Numbers indicate grade level for assessment.

C. Clarity (4,8,11)

In describing, explaining, or interpreting a situation, the student does so with sufficient clarity for a reader to follow his discourse without doubt or further explanation.

D. Completeness (4,8,11)

In a written response to a test or workbook question, the student includes all information necessary and expected.

III. Expressive Writing

Primary Traits of Assessment:

A. Narrative Design (4,8,11)

1. The student exhibits increasing ability to shape his narrative writing by organizing it in such a fashion as to lead to a climax or high point of interest.
2. The student begins and ends his written narrative in an interesting, original, or effective manner.

B. Point of View: The student deliberately maintains a consistent point of view in writing about a subject (4,8,11).

1. Person
2. Attitude toward subject
3. Verb tense
4. The same position in relation to the thing described

C. Use of Language (4,8,11)

1. Naturalness
    a. In his writing the child expresses himself in colloquial and natural language free of affectation and cliches.
    b. In writing dialogue the child records the patterns and vocabulary of realistic, idiomatic speech.
2. Figurative language

D. Originality: The student shows fresh or novel insight or style differing from the expected or obvious (4,8,11).

1. Selection of detail
    a. The student includes relevant and specific detail.
    b. The student employs appropriate concrete, precise words (diction).

IV. Persuasive Writing (4,8,11)

Primary Traits:

A. Awareness of the Writing Situation

1. Purpose
2. Audience

B. Quality of the Argument

1. Logic
2. Uses all obvious considerations
3. Consistency
4. Clarity

C. Tone: appropriate to the situation or audience

V. Secondary Traits - Mechanics

S - Spelling

Incidence of misspelled words
    number per essay
    number per words

P - Punctuation

1. End punctuation
2. Commas, apostrophes, quotations, parentheses and other errors

K - Word choice errors

Structure words - among/between
Form words - nouns, verbs
    different/differently
    of/have
    go/say

C - Capitalization

1. Sentence beginnings
2. Proper noun
3. Other (internal)

A - Agreement

1. Subject - Verb
2. Pronoun
3. Pronoun reference
4. Other (i.e., plural)

R - Run-on sentence

- Comma splice
- Fused sentence

W - Awkward sentence

- Faulty subordination
- Unclear pronoun - antecedent
- Dangling modifier
- Omitted words
- Fragments
- Mixed or illogical construction

EXERCISES SELECTED FOR BLOOMINGTON, MINNESOTA ASSESSMENT

		Administration Time		
[a]NAEP No.	Descriptor	4	8	11
101003	Music does different things to people	15:30[c]	15:30	15:30
101013	Pretend you are a pair of tennis shoes	15:30		
102013	Write a story--Kangaroo (mechanics)	15:15		
201002	Letter of thank you for a gift	15:30		
201004	Letter to Parents' Club--dance		15:30	
201014	Note--Miss Brown & Billy conversation	12:15		
201017	Letter to classmate--hurt his leg	10:15		
201018	Note--Sam & Al telephone conversation		3:45	3:45
201021	Addressing envelope	6:00	4:00	
202013	Letter of application--summer job			18:00
203008	Report--facts about the moon	30:00	30:00	
203012	Something worth talking about (mechanics)		26:15	26:15
203014	Woman's place is in the home			14:15
8-01[b]	Accident report	10:00	10:00	10:00
	Total NAEP Exercises selected	8	6	5
	Total exercises	9	7	6

---

[a] NAEP - National Assessment of Educational Progress
[b] Bloomington Exercise
[c] Read 15:30 as 15 min. 30 seconds.

NATIONAL ASSESSMENT EXERCISE CONTENT AND OVERLAP

National assessment items were chosen to assess five writing domains. These items were organized into test packers for each grade level. The item choices and their use are indicated in the chart below:

I-Recording	II-Responding	III-Expression	IV-Persuasion	V-Mechanics
Telephone[a] 201014-400 (Packet A)	Thank You Letter 201002-4⑧① (Packet D,D,D)	Music[c] 101003-081 (Packet D,B)	Parents' Club 201004-④8① (Packet B,E,C)	Kangaroo 102013-400 (Packet A,B,E)
Telephone[a] 201018-081 (Packet D,B)	Address Envelope 201021-480 (Packet C,E)	Tennis Shoes 101013-4⑧① (Packet D,B,A)	Woman's Place 203014-④⑧1 (Packet E,E,B)	Famous Building 203012-081 (Packet A&B-A&D)
Accident Report [illegible]-481 (Packet A,C,C)	Job Letter 202013-001 (Packet C)	Moon Report[b] 203008-480 (Packet C,C)		
	Letter to Classmate 201017-4⑧① (Packet E,A,B)			

201002 Indicates that this is item number 201002 from the national assessment.

4⑧① Indicates the tiem was not assessed nationally for 8th grade or 11th grade but was used in grades 4, 8 and 11.

[a] Uses telephone conversation on tape

[b] Uses blue pens for a student's editing and revising

[c] Uses music on tape

STUDENT SAMPLING AND TEST PACKET DISTRIBUTION

Every Bloomington 4th grade, 8th grade and 11th grade pupil participated in the writing evaluation, except pupils in classes for limited cognitive skills (EMR). Test packets were distributed to junior high and senior high teachers so that each teacher would use all packets if they taught 5 classes. Each elementary school had at least 2 packets, one of which contained a mechanics exercise. The writing exercises were administered during the regular time for writing instruction by each student's regular writing teacher. For scoring, a sample of 294 grade 4 pupil tests, 383 grade 8 pupil tests, and 418 grade 11 pupil tests was randomly selected from a listing of district students at each level.

SCORING

Test scorers were trained by Dr. Orville Ruud and Dr. Rosemary Schneiderhan. Those scorers reviewed the criteria for scoring and scored samples of writing previously scored by National Assessment to acquire scoring practices that were congruent with those used by National Assessment. The scorers worked in pairs to score all tests. The score of every 5th booklet was reviewed by Dr. Ruud. In a sample of 10 test booklets that were rescored in primary traits only two scores, of a possible 80 were changed, and these each by one point. In a sample of 10 test booklets that were rescored in secondary traits (mechanics) two punctuation errors were noted that were not previously scored out of 90 such areas for possible change. It is believed that the scoring was valid and highly reliable.

II. Student Characteristics

Most Bloomington 4th, 8th, and 11th grade students have plans which include more schooling and thus more use of writing skills. They are reading mostly fiction, news or about hobbies.

Writing for fun and writing letters are the most often reported kinds of writing, yet some students are writing stories and poems. A range of writing abilities and of reading abilities are reported by students at all levels.

STUDENT QUESTIONNAIRE
GRADE 4
(n=294)

Percentage

1. Check one of the following:

2.7	No response
1.7	I do not plan to finish high school.
38.7	I plan to finish high school
56.8	I want to go to school after high school.

2. Have you had difficulty in reading?

27.9 Yes 70.7 No 1.4 No response

3. Do you read outside of school?

86.4 Yes 12.2 No 1.4 No response

4. How often did your parents read to you when you were little? (Check one)

1.4	No response
13.3	Never or hardly ever
7.5	Once or twice a month
37.4	Once or twice a week
40.5	Just about every day

5. Do you have difficulty in creative writing?

25.5 Yes 72.8 No 1.7 No response

Answer the following:

	Yes	No	
6.	20.1		I write only when it is assigned in school.
7.	82.0		I write for fun.
8.	63.9		I write because I want to become a better writer.

Outside of school I write in these ways: (you may check more than one)

9.	28.9	Diary
10.	33.3	Poems
11.	54.0	Stories
12.	17.0	Songs
13.	83.7	Letters
14.	41.4	Reports
15.	18.7	Other:____________________
16.	5.8	I do not write outside of school.

STUDENT QUESTIONNAIRE
GRADE 8
(n=383)

Percentage

1. What are your plans for the future? (Check one)

5.7	No response
5.7	Not finish high school
16.6	Graduate from high school
21.8	Graduate from high school and then go to a vocational, technical, or business school
8.1	Go to a junior college
39.7	Go to a four-year college or university
7.5	Go to graduate or professional school after college

2. How would you rate yourself in writing ability? (Fill in only one oval.)

5.7	No response
2.1	Well below average
15.9	Slightly below average
49.1	Average
24.4	Slightly above average
3.4	Well above average

Indicate whether each of the following statements is usually "True" or "False" in regard to your writing habits.

	True	False	
3.	31.4		I write only when it is assigned in school.
4.	46.8		I write for fun and relaxation.
5.	42.1		I write because I want to become a better writer.

Outside of school I write in these ways:

6.	20.5	Diary
7.	14.3	Poems
8.	20.5	Stories
9.	9.6	Songs
10.	74.0	Letters
11.	26.0	Reports
12.	50.6	Notes
13.	8.1	Journal
14.	9.6	Other: ______________________
15.	8.6	I do not write outside of school.

STUDENT QUESTIONNAIRE

GRADE 11
(n=418)

Percentage

1. All in all, what are your plans for the future?

7.2	No response
0	Not finish high school
12.4	Graduate from high school
24.6	Graduate from high school and then go to a vocational, technical, or business school
12.2	Go to a junior college
38.0	Go to a four-year college or university
5.0	Go to graduate or professional school after college

2. Do you like to write?

52.9	Yes	40.6	No	6.5	No response

Outside of school I write in these ways: (You may check more than one)

3.	15.6	Diary
4.	16.5	Poems
5.	11.5	Stories
6.	9.8	Songs
7.	68.4	Letters
8.	23.7	Reports
9.	37.3	Notes
10.	6.7	Journal
11.	11.0	Writing required by my job
12.	7.4	Other: ____________________
13.	12.2	I do not write outside of school.

During the past year have you read the following types of stories or articles in books and/or magazines that have not been assigned as part of your school work? (you may check more than one)

15.	47.8	Nonfiction, in general
16.	56.7	Fiction, in general
17.	19.8	Science fiction
18.	57.7	News
19.	49.8	Sports
20.	62.4	Hobbies (motorcycle, movie, fashion magazines, etc.)

21. Last weekend I read: (check one)

5.7	No response
35.4	Less than 1 hour
43.3	One to four hours
15.6	More than four hours

22. How would you rate yourself in writing ability?
(Fill in only one oval)

	Writing	
6.0	No response	
2.4	Well below average	
17.7	Slightly below average	
46.7	Average	73.9
22.7	Slightly above average	
4.5	Well above average	

23. How would you rate yourself in reading ability?
(Fill in only one oval)

	Reading
6.0	No response
4.3	Well below average
13.2	Slightly below average
31.6	Average
32.3	Slightly above average
12.7	Well above average

III. Student Results - Primary Traits

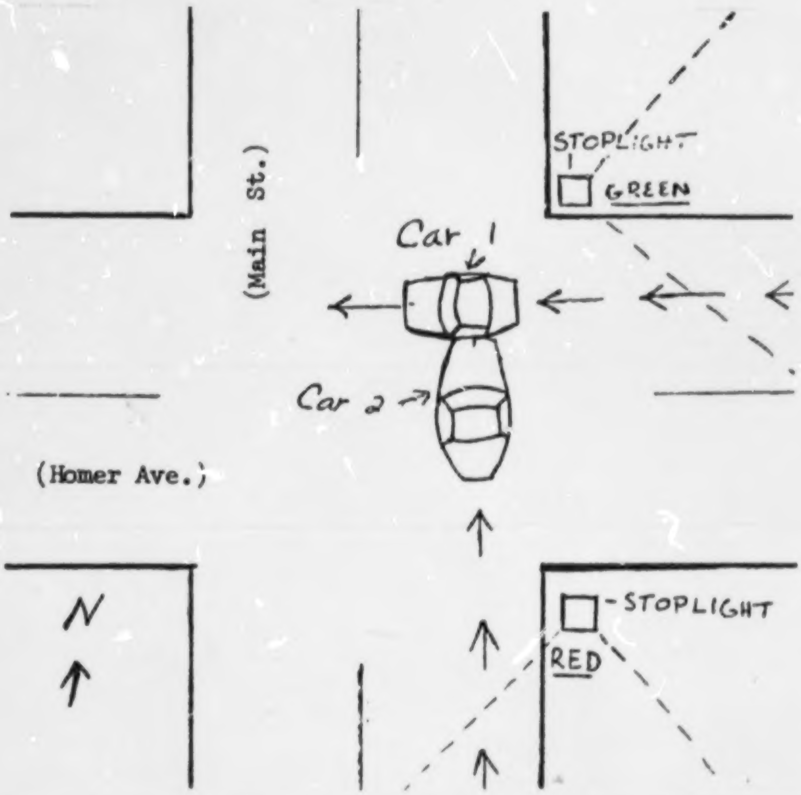
Results here were presented by exercise. The National achievement and the citizen-staff standards were included for comparison. The explanations gave a brief statement of the scoring criteria. Student exercise examples illustrated scorer judgment from these criteria.

Recording Information

Accident Report - B-01-481 (Packet A,C,C)

Directions for the accident reporting: Below is a diagram of a car accident. Look at the diagram and study it carefully. On the next pages write about the accident that is pictured. Be sure you are complete and use details.

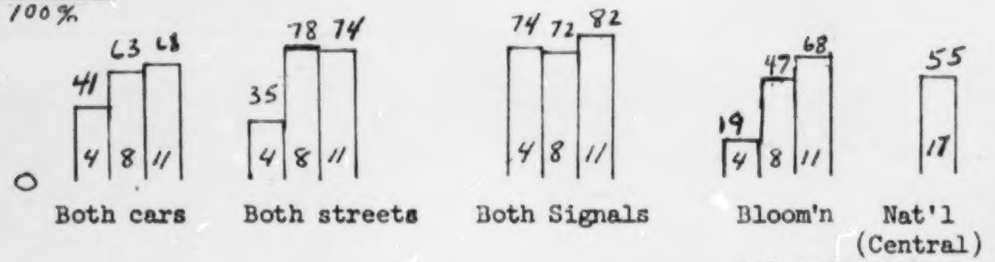
Date: June 24, 1976
Time: 6:45 a.m.


(Main St.)
(Homer Ave.)
STOPLIGHT
GREEN
Car 1
Car 2
STOPLIGHT
RED
N

Overall

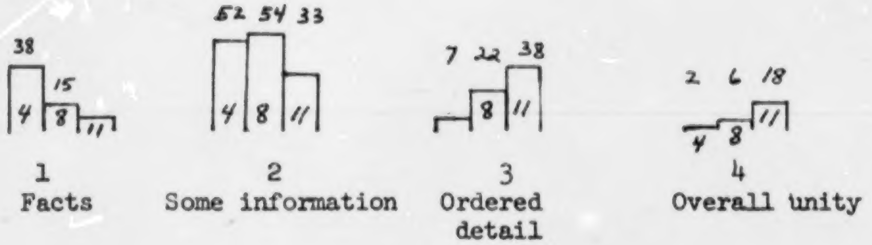
	No response	Acceptable	Illiterate	I don't know
Bloomington				
4 (n=58)	0%	98.3%	1.7%	0%
8 (n=81)	6.2	93.8	0	0
11 (n=117)	4.3	94.3	0.9	0

Completeness



All 3 Complete mentions both cars, both streets, both signals

Coherence



Explanations

1. Facts - Respondents write about the accident and mention some of the facts. However, the information is disjointed.

2. Some information - Same explanation is present but the paper is sketchy and under-developed. They contain clusters where two or three related facts are grouped together.

3. Ordered detail - This paper contains 2 or 3 major sections which are internally consistent but have no transition or relationship between them.

4. Overall unity - This paper presents facts that are well tied together in a totally coherent and developed explanation.

Recording Information

Telephone Message - 201014 - 400 Packet A

You are going to hear a teacher, Miss Brown, talking to a boy named Billy. Miss Brown is going to give Billy a message. She wants him to write down the message and then take it to another teacher. Pretend that YOU are Billy. LISTEN CAREFULLY to what you should put in the message.

(Now listen to the telephone conversation.)

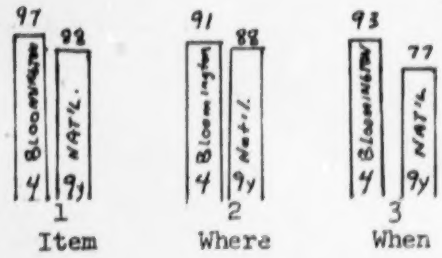
Now you will hear Billy and Miss Brown again. Pretend that you are Billy again. Listen carefully, and this time try to write the note that Miss Brown asks Billy to write.

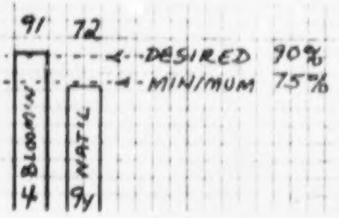
(Now listen to the phone conversation again.)

Overall

	No response	Acceptable	Illiterate	I don't know
Bloomington 4 (n=58)	3.4	96.6	0	0
National 9 yrs.	1.2	93.8	3.6	1.4

Completeness





Standards

All 3

Explanation

Item - mentions chalk

Where - mentions chalk should be sent to Miss Brown's room or Miss Brown.

When - mentions tomorrow morning or in the morning.

Examples:

(all 3): Please send a box of chalk to Miss Browns room tomorro morning.

(item only): Please bring a box of chok Sunday morning.

Recording Information

Telephone Conversation - 201018--081 Packet D,B

You are going to hear a telephone conversation between two boys, Sam and Al. During the conversation, you will discover that Al is going to have to write a note to another boy, Fred. Listen carefully to find out the things that Al will have to say in his note.

(Now listen to the phone conversation.)

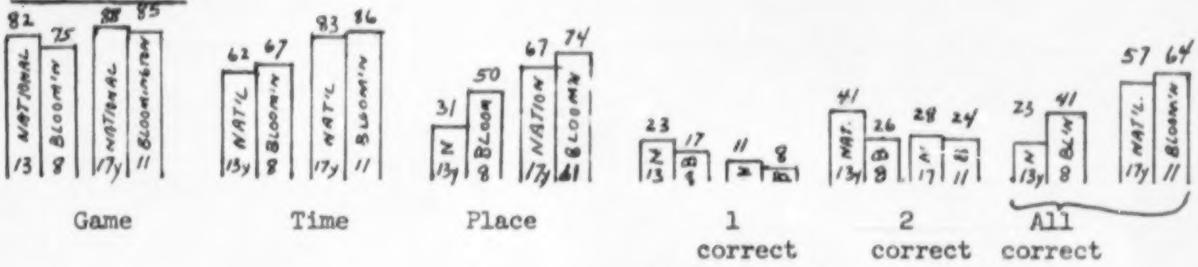
You will now have another chance to hear the conversation between Sam and Al. Listen to it carefully again and then, when the boys have finished talking, write the note that you think Al should write to Fred.

(Now listen to the phone conversation again.)

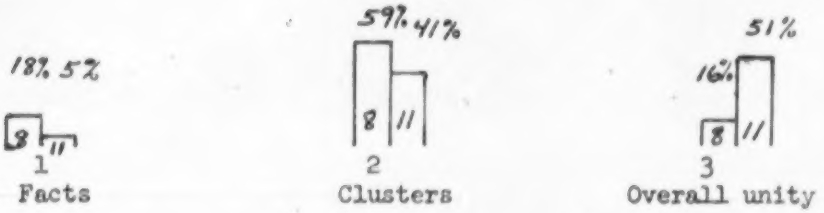
Overall

	No response	Acceptable	Illegible	I don't know
Bloomington				
8 (n=76)	2.6%	94.8%	2.6%	0
11 (n=102)	2.0	98.0	0	0

Completeness



Coherence



Explanations

Facts - A listing of facts with no combinations or relations between them.

Clusters - Some explanation or flow through a clustering of like ideas or events.

Overall unity - A progression of details and an interrelating of facts into some overall unity.

Telephone Conversation - 201018--081

Examples

Game, time and place all correct -- sections

Dear Fred, Meet me at the game tonight 10 o'clock at Mott Streak Field.

Neither game, time nor place correct -- facts

Sam called and told me to come over quick so just come over to Sam's house to play some ball. Sorry I couldn't wait see you there. Al.

Responding

Thank You Note - 201002 - 431 Packet D,D,D

Think of something that you would like to have very much. Pretend that you are Pat Brown and someone you know very well has just given it to you. Write the gift you would like to have in this box.

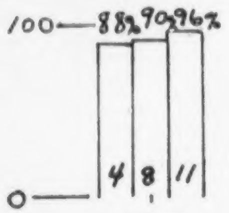
Tell who gave it to you in this box.

Write a letter to that person saying thank you and telling why you like the gift. Space is provided on the next two pages.

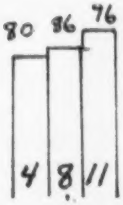
Overall

	No response	Some response	Illiterate	I don't know
Bloomington				
4 (n=65)	3.1%	96.9%	0	0
8 (n=76)	2.6	97.4	0	0
11 (n=102)	1.0	99.0	0	0

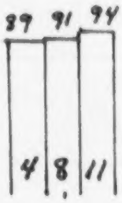
Detail



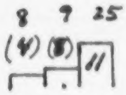
Thank you



Other appreciation

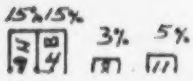


Name gift

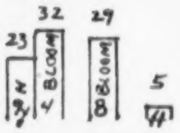


Extraneous information

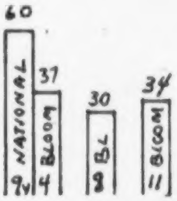
Completeness



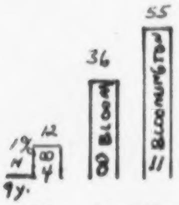
Names



Clearly thanks

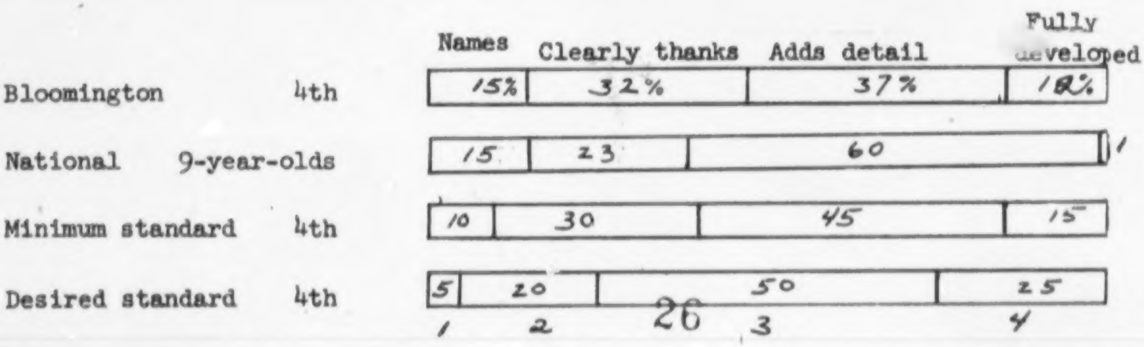


Adds detail



Fully developed

Grade Four Performance Comparison



Thank You Note - 201002 - 481

Examples

Thank you	Other appreciation	Name gift	Extraneous information
no	yes	no	yes

Dear Pat Boo

I liked the gift gave to me.
It is very nice of you to give it to me.
I'm coming up next summer.
I hope you have a good time.
What is it like up there.
Tell me are you having a good time up there
If you are not I hope things get better
up there for you,

your Friend
Michael Cooper.

Overall	Thank you	Other appreciation	Name gift	Extraneous information
4	yes	yes	yes	no

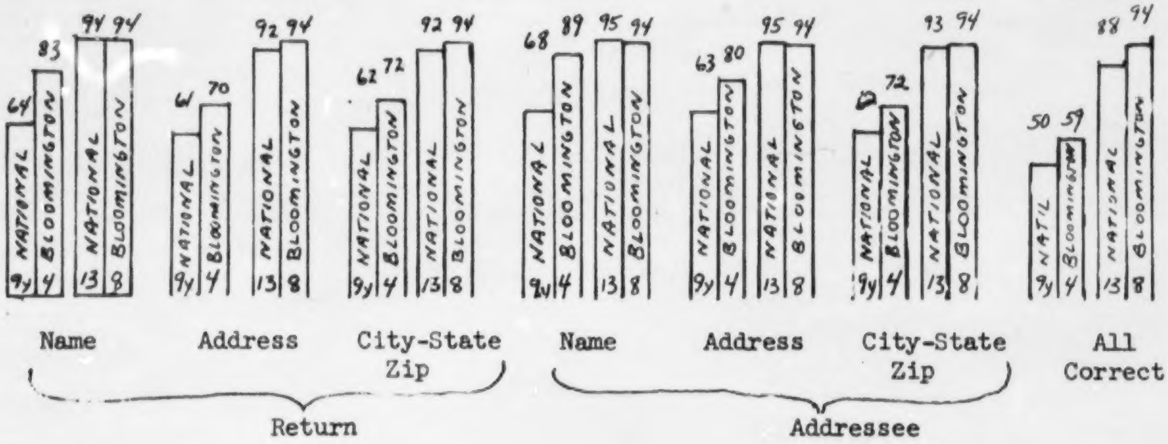
Dear Dad,

I like that go-kart really swell. I like it even though it is not really a go-kart Thanks for it. But what I need now is gasoline and paint. I need the paint so I can paint it Red, Blue and a White number 43. I want it to be just like Richard Petty's car. I ride all the guys on it. They all say that it is super.
If I could get it going faster.

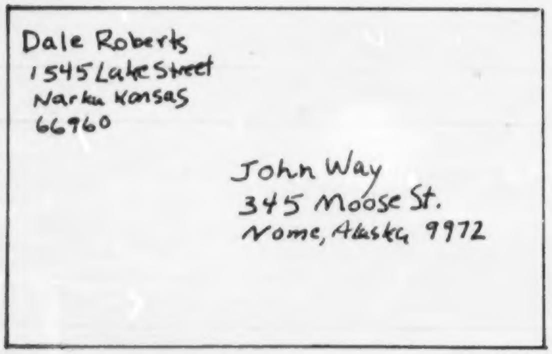
Responding

Addressing Envelope - 201021 - 480 Packet C,E

Pretend that your name is Dale Roberts and you live at 1545 Lake Street in Narka, Kansas. The zip code for Narka, Kansas, is 66960. You have written a letter to John Way. He lives at 345 Moose Street, Nome, Alaska. The zip code for Nome, Alaska, is 99762. Address the envelope below. Make sure you write down everything that should go on the envelope.



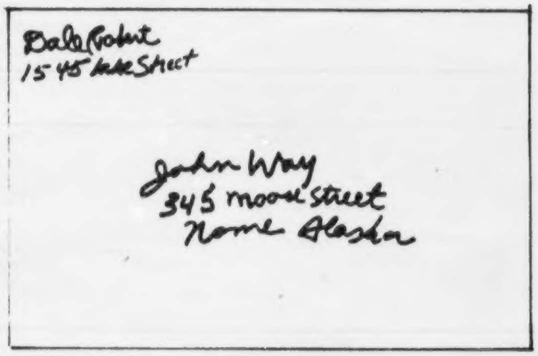
Examples



Dale Roberts
1545 Lake Street
Narka Kansas
66960

John Way
345 Moose St.
Nome, Alaska 9972

All Correct



Dale Robert
1545 Lake Street

John Way
345 moose street
Nome Alaska

Return city-state-zip omitted
Addressee zip missing
Not all correct

Responding

Job Application - 202013-001 Packet C

SUMMER ONLY

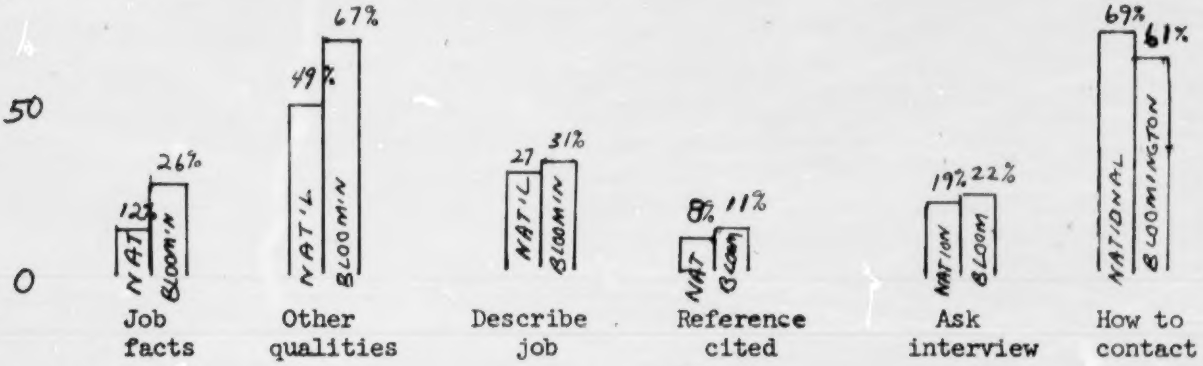
Need two high school students to work in large clothing store. $85 week, July and August. Write John Fried, Box Z6078, New York Times, New York, N.Y. 10017.

Chris Jones lives at 3600 Larch Street in New York, New York, 10004. Chris has finished the junior year at Truman High School and has been looking for a summer job. Chris spotted this advertisement in the New York Times and has decided to apply for the job. Write Chris' letter of application to Mr. Fried. Space has been provided below and on the next page.

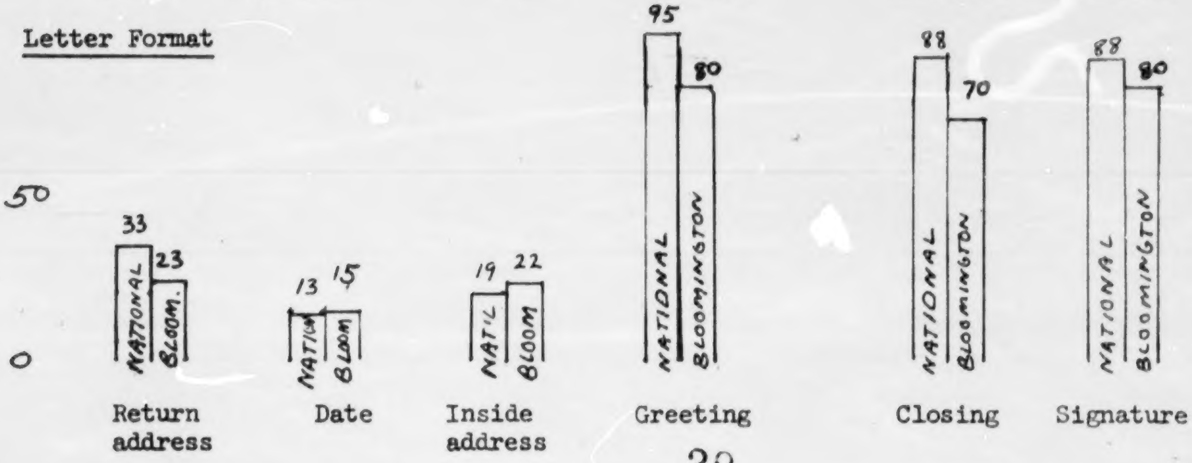
Overall

	No response	Attempted	Illegible	I don't know
Bloomington 11 (n=117)	3.4%	94.0%	2.6%	0
Nat'l 17 yrs.	1.0	98.1	.9	0

Job Application, General Information



Letter Format



Example

JOHN FRIED
BOX 26078, NEW YORK TIMES
NEW YORK, N.Y. 10017

DEAR SIR:

I WOULD LIKE TO APPLY FOR A JOB IN YOUR CLOTHING STORE. I HAVE HAD EXPERIENCE WITH CLOTHING AND I ENJOY WEARING AND COORDINATING NICE CLOTHES. I AGREE ALSO WITH THE SALARY AS PLACED IN THE ADVERTISEMENT. I HAVE FINISHED MY JUNIOR YEAR AT TRUMAN HIGH SCHOOL AND HOLD A 3.2 AVERAGE IN MY SCHOLASTICS. AS FAR AS SELLING EXPERIENCE, I WORKED IN A SPORTING GOOD STORE FOR 8 MONTHS PART TIME. I NEED AN EXCITING AND NEW JOB SO I WOULD LIKE TO ASK YOU FOR AN INTERVIEW. YOU MAY REACH ME AT MY HOME, AT 3600 LARCH STREET ANYTIME DURING THE DAY; OR IF YOU PREFER TO CALL, MY PHONE NUMBER IS 394-3208. I HOPE YOU WILL BE IN TOUCH SOON.

SINCERELY YOURS,

Chris Jones

Responding

Letter to Classmate - 201017 - 480 Packet E,A,B

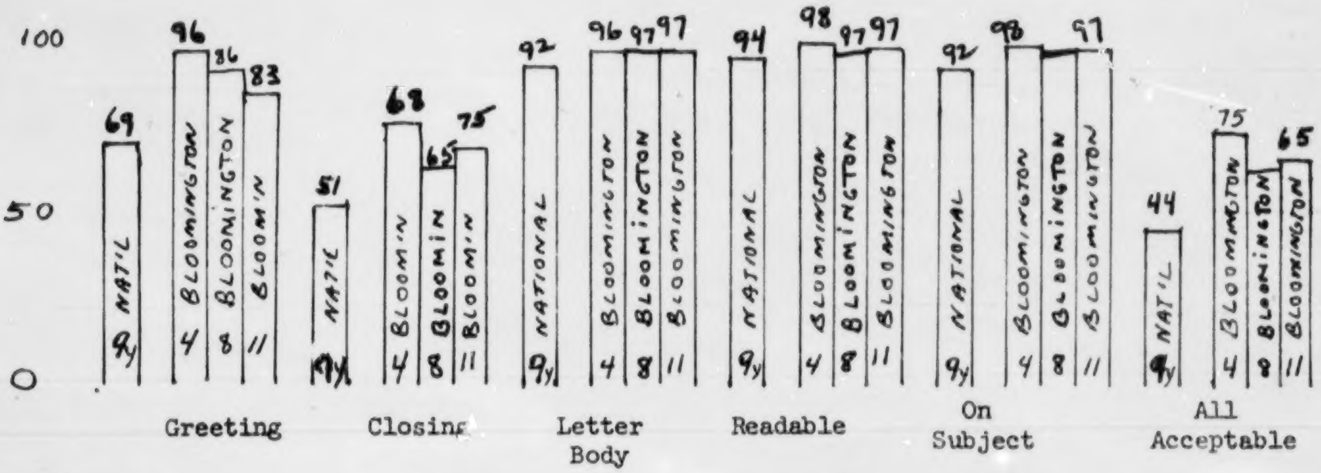
Pretend that one of your classmates has hurt his leg and will have to stay at home for a long time. Your class would like to cheer him up. You have decided to write him letters.

Write a letter to your classmate. Write the kind of letter you think he would be happy to get.

Overall

	No response	Acceptable	Not acceptable
Bloomington			
4 (n=56)	0%	98.2%	1.8%
8 (n=79)	2.5	96.2	1.3
11 (n=102)	3.9	94.1	2.0

Letter to Classmate



Example

Dear Lenore,

I hope you are feeling better after the accident. We aren't having much fun without you. The teacher wants you to hurry up and get well so we can have more fun. We aren't having much fun without you. your going to have bundles of work if you don't understand your work Ill be glad to come over and help you.

your friend
Susan

PS hurry up and get well

Expression

Music does different things to people - 101003 - 081 Packet D,B

Music does different things to different people. Perhaps it makes you have one kind of feeling or another. Perhaps it reminds you of someone or something. Maybe it makes you think of some place or something happening.

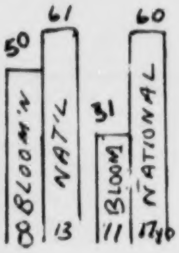
Now listen to this piece of music and write about what things this piece of music does to you. Start writing anytime you wish. Space is provided below and on the next three pages.

Scott Joplin - New Rag

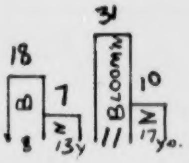
Overall

	No response	Some response	Illegible	Confused	I don't know
Bloomington/Nat'l					
8 (n=76) 13 yrs	5.3%/1%	88.2%/95	1.3%/1%	3.9%/2%	1.3%/1%
11 (n=102) 17 yrs	2.0 /1%	97.0 /98	0 /0	1.0 /1	0 /0

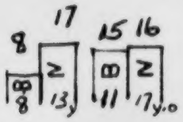
Structural Tendencies



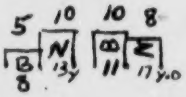
1
Listing



2
Clusters

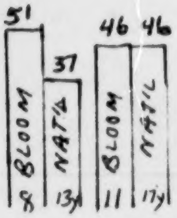


3
Sections

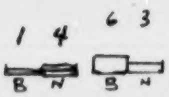


4
One Focus

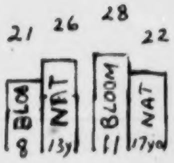
Orientation of Response



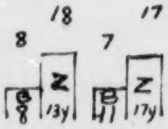
Association



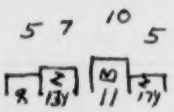
Autobiographical



Ego-centric

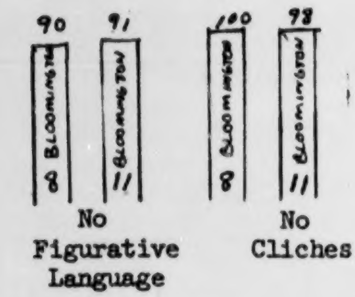


Analytical

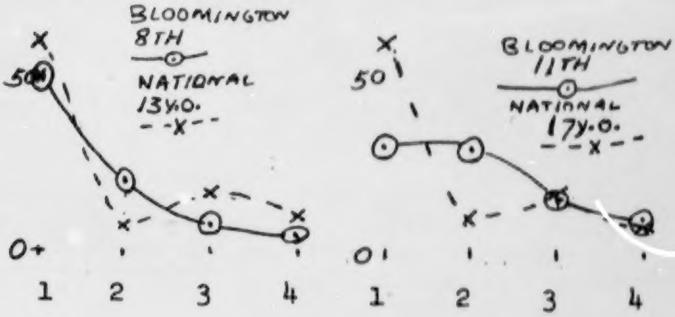


Fictional

Figurative Language
Cliches



Structural Tendencies



Example and Explanations

It's an happy song and also a fast song. It really isn't my type of music I can picture it at a salon with a guy playing the piano with a hat, the kind with a ring around it and one of those great big cigars in his mouth. And some guys sitting around the table playing poker. With ladies dancing. Some parts of the song remind me of Charlie Chans silent movies. Where he would walk up to a lady tips his hat and walk some where like a penguin then they would put him close up and he'd give a wierd look like "Look at her." Then some how or other he'd get arrested by a cop or something. In some parts of the song and sounds like he would run around and let the cops chase him. I myself don't go for that kind of music. It was O.K though. Its either a saloon or a silent movie. I can't think of anything else to say, But it also might be the kind of song that would go with a gangster movie like Bonnie and Clyde or something. When somebody would be chasing them. It would show Bonnie and Clyde laughing. Or Bonnie shooting out the window. And the cops or whoever being real worried and dodging the bullets.

Grade of this example
    Structural tendency - 4 - sectioning
    Orientation of response - 1 - associational

Structural tendency
    List - Single statements or independent details.
    Clusters - One or more groups of statements elaborated with related details.
    Sections - More than one topic but at least one. Four or more elaborations organized around a single thought.
    Single focus - One major topic with only isolated irrelevancies.

Orientation of response
    Associational - describing a real or imagined situation.
    Autobiographical - Relating a writer's own experience.
    Egocentric - I like it--expressing own present internal state.
    Analytical - Classifies or describes technical characteristics of the music.
    Fictional/Fanciful - Tells a story.

Expression

Tennis Shoes - 101013 - 481 Packet D,B,A

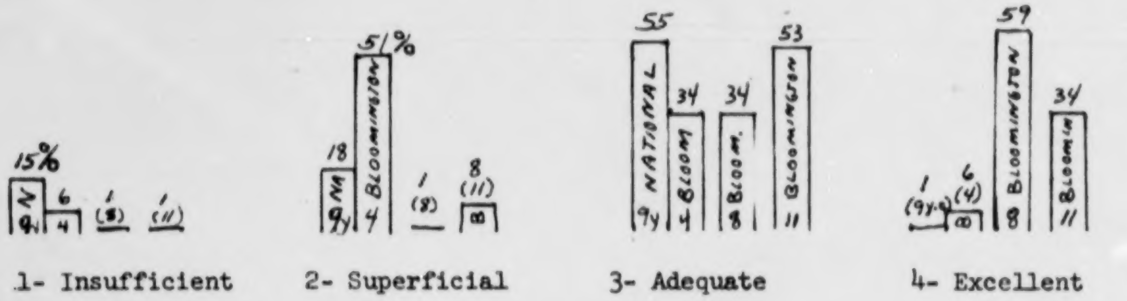
Sometimes people write just for the fun of it. This is a chance for you to have some fun writing.

Pretend that you are a pair of tennis shoes. You've done all kinds of things with your owner in all kinds of weather. Now you are being picked up again by your owner. Tell what you, as the tennis shoes, think about what's going to happen to you. Tell how you feel about your owner. Space is provided below and on the next two pages.

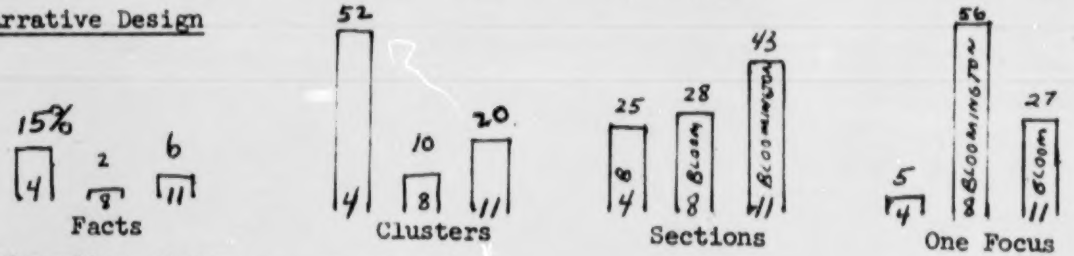
Overall

	No response	Some attempt	Illiterate	Confused	I don't know
Bloomington					
4 (n=65)	3.1%	96.9%	0	0	0
8 (n=71)	4.2	95.8	0	0	0
11 (n=98)	3.1	95.9	0	1.0	0
Nat'l 9 yrs	2	87.0	5	2	4

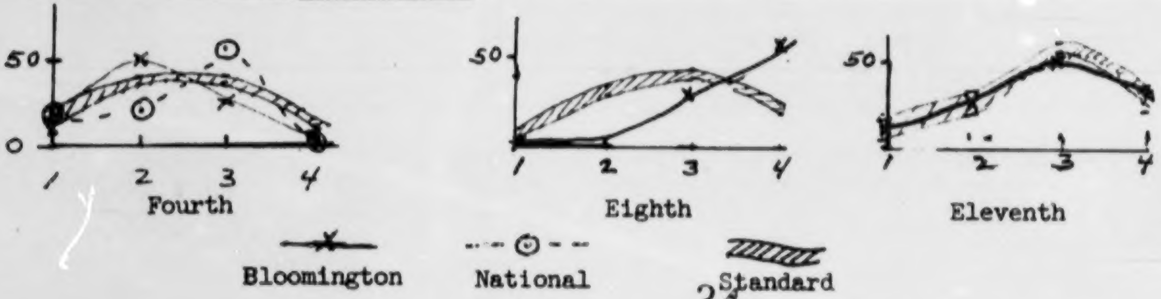
Elaboration of Role



Narrative Design



Elaboration of Role Comparison



Examples and Explanations

Example 1

Once upon a time my owner was picking me up to go outside. It was muddy out. I didn't think to much of him then. When he got tired we went in. Then he washed me all up and let me dry. Then I love him!

Role: little elaboration **Consistency:** consistent **Narrative Design:** good organization

Example 2

Oh say, not again, is he going to play tennis again. Well here goes I'll show him a thing or two I will run my fastest. So I ran my super fastest and made him fly. He was so mad that he put me in the closet and never used me again. Until on day he singed up for a race and we went to the race he won. So he was so happy he got me silverized an kept me in his living room forever. EveryBody asked what they were. So he told my wonderful story. So I was kept forever and still if you come see B.J. Jones you can see me.

The End

Role: inventive **Consistency:** consistent **Narrative Design:** systematic organization

Elaboration of Role

- Little - Establishes explicitly or implicitly the role of tennis shoes.
- Good - Expresses attitudes and feelings.
- Inventive - Uses vivid and creative details to sustain the role.

Narrative Design

- Facts - Separate events--few statements.
- Clusters - 2-3 related events grouped together. Often disconnected with other separate events and clusters.
- Sections - An idea with supporting information as a section but no transition between sections.
- Totally coherent - An overall unity with progress towards a climax.

Expression

Moon Report 203008 - 480 Packet C,C

Part I

One of the things you do in school is to write reports for science, social studies, and other subjects. Imagine that you are going to write a report about the moon for your science class.

In the box below are some facts about the moon which you can use in your report. You may also add other facts that you remember about the moon from your reading and classwork, from television, or from listening to people.

Write your report as you would tell it to your class. Space is provided on the next three pages. Be sure to report the facts in an order that will be clear and that will make sense to your classmates.

FACTS ABOUT THE MOON
made of rock
mountainous, contains craters
covered with dust
no air or water
no plant or animal life

Part II

Now that you have finished writing the first part of exercise 2, take time to read over your report and think about these questions:

1. Have you organized your report clearly?
2. Will your classmates understand it?
3. Have you said it in the best way you know how?

Make any changes you think will make your report better. You may even change your entire report if you think it is necessary. If you want to make any changes you may cross out words on the report you have already written or redo your report on the lines below. Use the blue pen you have been given.

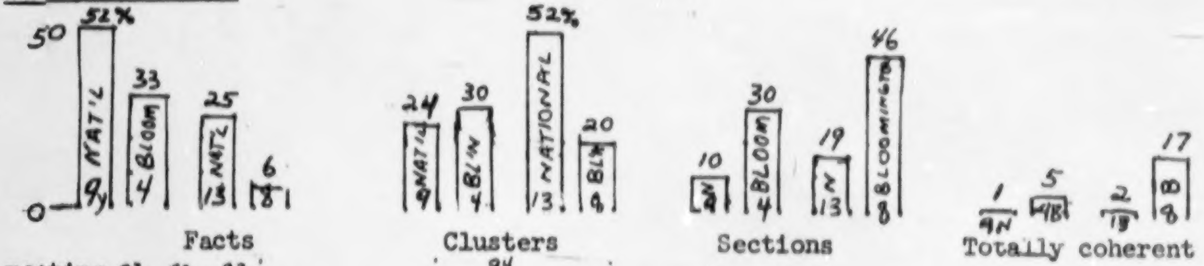
Expression

Moon Report 203008 - 480 Packet C,C

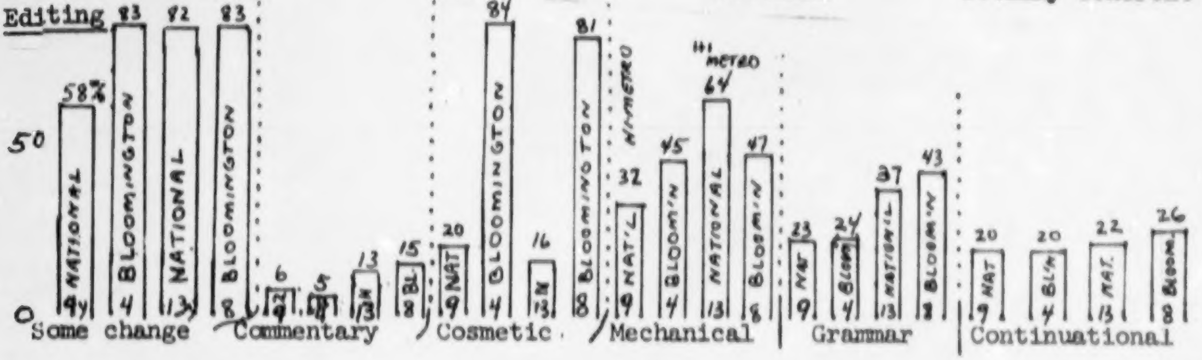
Overall

	No response	Some acceptable response	Illiterate	Confused	I don't know
Bloomington					
4 (n=64)	3.1%	96.9%	0	0	0
8 (n=81)	9.9	88.9	0	1.2	0
Nat'l 9 yrs	1.2	91.2	4.8	1.0	1.8
13 yrs	.2	98.3	.2	.7	.6

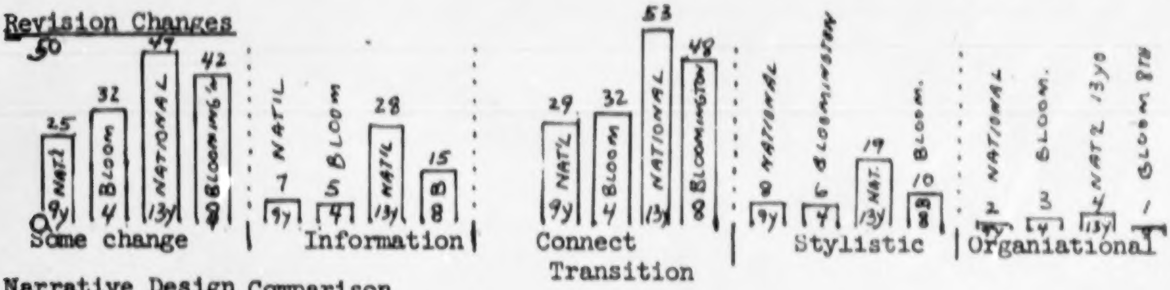
Narrative Design



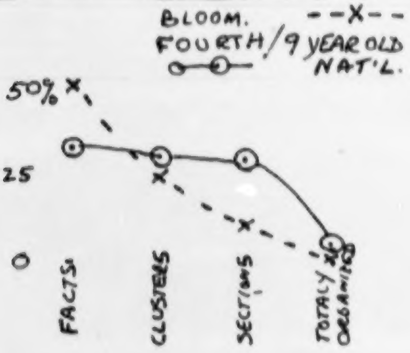
Editing

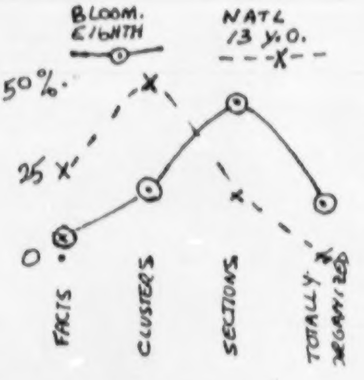


Revision Changes



Narrative Design Comparison





Explanations and Examples

Criteria used to judge this "Moon Report" writing exercise for expression included narrative designs, editing, changes and revision changes.

Narrative Design

Facts - Separate events - Few statements

Clusters - 2-3 related events grouped together. Often disjointed from other events and clusters.

Sections - An idea with supporting information tied together but without transition between it and other sections.

Totally Coherent - An overall unity throughout with progress toward a climax

Editing Changes

Commentaries - comments: "I don't want to change," "The end."

Cosmetic - Appearance on legibility changes, crossing t, dotting i

Mechanical - Spelling, punctuation, underlining, capitals, paragraph marks

Grammar - Verb forms, filling in omissions, usage changes

Construction - addition of word-phrase section to the end of the exercise

Revision Changes

Information - Addition or deletion of informational materials

Connectional - Deletion or addition of connective or transitional sections

Stylistic - Substituting word or phrase for another

Organizational - Rearrangement or reordering of elements of sentences or sentence sections, or paragraphs.

Example: original

Facts about the moon

I'm going to do a report on the moon. The moon is smaller than the sun and is made out of pure rock. It is mountainous and contains many craters. There is no air or water on the moon. The surface of the moon is covered with dust. There is no plant life or animal life on the moon ~~The moon is not one of the planets in our solar system~~. Some men from earth have been sent to the moon by rockets to explore and to see if there is any life. But have found out there is not. The moon is far from earth and it takes a long time to get there even by a rocket. Not all of the men have succeeded in doing this trip to the moon. But the few that have, have brought back strange and different rocks from the moons surface. They are now in a place where people cango to see them if they want to ~~to see what they look like~~. When the men have just gotten back from the moon they have to be decontaminated. In case they have any kind of germs from the moon.

Example: rewritten

Facts About the Moon

Im going to do a report about the moon. The moon is smaller than the sun and is made out of rock. The moon is mountainous and it has crater all over the moons surface. There is no air to breath on the moon nor is there water. The surface of the moon is covered with dust. There is no plant life or animal life on the planet. Some men from earth have been sent to the moon ~~from earth~~ to explore and to see if there is any plant life or animal life. But have found out there is not. The moon is a long distance from the earth and it takes a long time for a rocket to get there from earth. Not all men have succeeded in taking this trip. But the ones who have, have brought back some examples of rocks from the moons surface. As soon as the men get back they must be taken to a place to be decontaminated in case they have brought back any germs from the moon.

Persuasion

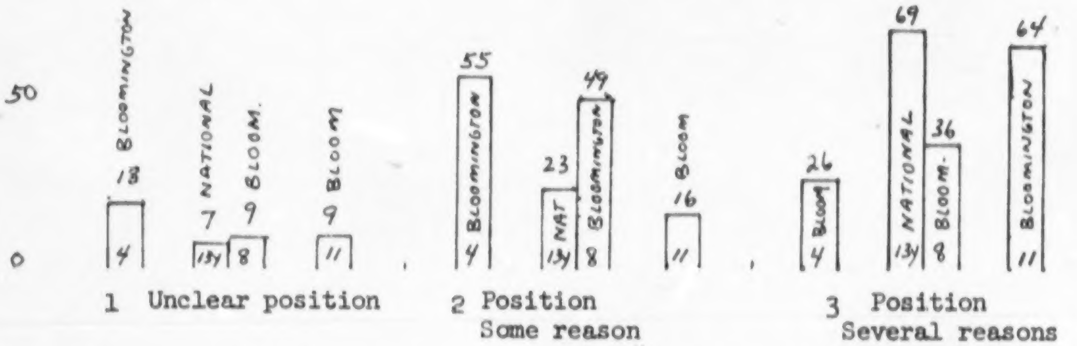
Friday Carnival 201004-④81 Packet B,E,C

Imagine the Parents' Club of your school is sponsoring a Friday evening carnival for the senior high school. The carnival hours are from 7 p.m. to 9 p.m. Many students feel this is not long enough. Pretend you are Pat Smith and write a letter to the Parents' Club stating your point of view. Explain why you AGREE or DISAGREE with the idea of a carnival from 7 p.m. to 9 p.m. Remember to take only ONE point of view. Space is provided below and on the next two pages.

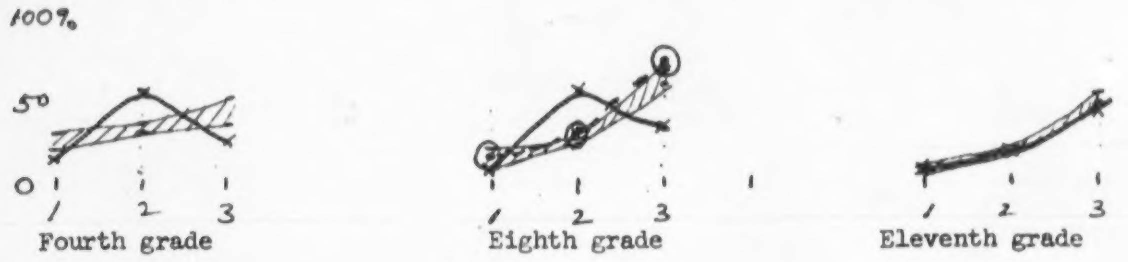
Overall

	No response	Some response	Illiterate	Confused	I don't know
Bloomington					
4 (n=51)	0%	98.0%	0%	2.0%	0%
8 (n=76)	5.1	93.6	0	1.3	0
11 (n=117)	4.3	93.9	0.9	-	0.9
Nat'l 13 yrs	1.0	95.0	2.0	1.0	1.0

Quality of Argument



Quality of Argument Comparison (percentage of responses by level)



Bloomington —×—

Standard ▨

National ·⊙·

Persuasion - Friday Carnival

Explanations and Examples

Unclear - No clear position or a position without reasons.

Position with some reason - A clear position with at least one unelaborated reason.

Position and supporting reason - A clear position with several reasons, one of which is elaborated.

Examples:

1. Unclear (It should be longer to be longer)

Dear Parent's Club,

My name is Pat Smith I Disagree with the idea of a carnival From 7 pm to 9 pm The reason I disagree is because I think the carnival should be longer. Ther are a lot of kids who like to go to carnivals and I don't think a carnival should be three hours. Ther are lots of kids who would like to be at the carnival for at least four hours. So will you please have the carnival From 7 to 10 pm.

Thank you.

Yours
Truly
Pat Smith

2. A position and some reason (It should be longer because some will be late)

Dear Parent's Club,

we the students, are wanting more time for the school carnival. Because some of us might come in late and then won't have enough time. So we ask for about one more hour added onto the schedule. If the answer is yes, that we can have more time tell us over the loud speaker at school. Thank you for your time.

Yours truley
Pat Smith

3. Position and support

Parents Club,

I think and so does the student body that the hours for the Friday carnival are to short. I took a poll on the hours and most of the student body - Thinks you should change the hours from that to 7 pm to 10 pm. My point of view is the same. 2 hours is only enough time for a few events after the carnival gets started on a Friday Night the hours should be later. It should be later because its a school activity which the'll be supervision.

Sincerely Pat Smith

Persuasion

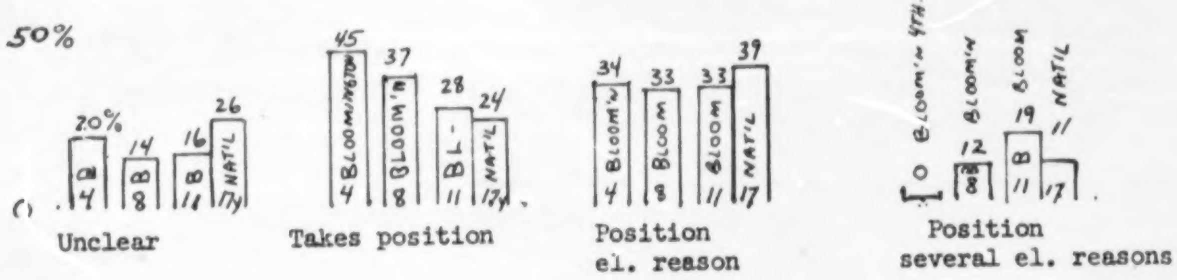
Woman's Place 203014 - 181 Packet E,E,B

Some people believe that a woman's place is in the home. Others do not. Take ONE side of this issue. Write an essay in which you state your position and defend it.

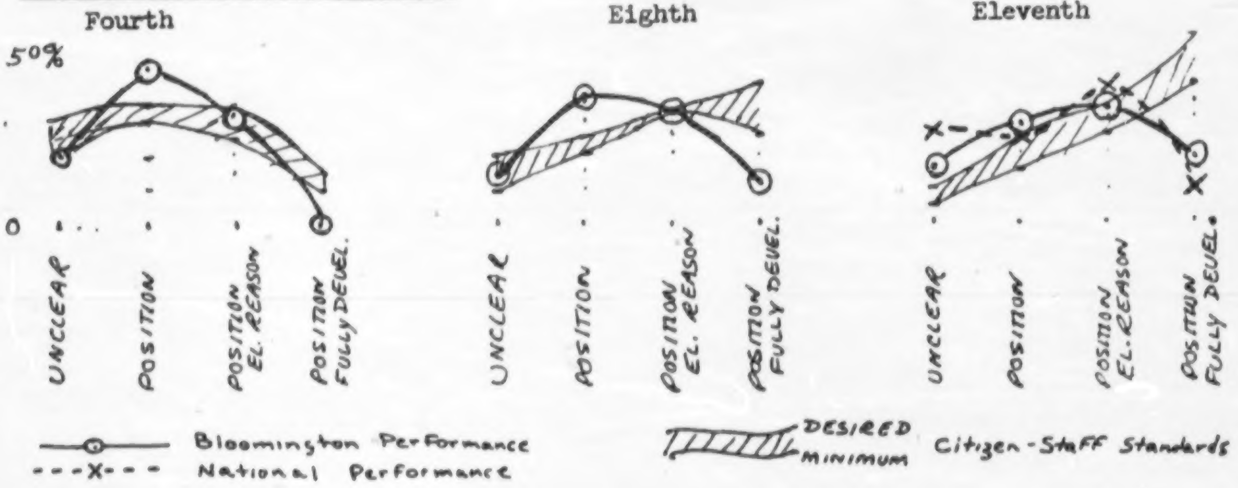
Overall

	No response	Some response	Illiterate	Confused	I don't know
Bloomington					
4 (n=56)	1.8%	98.2%	0%	0%	0%
8 (n=76)	3.8	96.2	0	0	0
11 (n=102)	2.0	98.0	0	0	1.0
Nat'l 17 yrs	0	100.0	0	0	0

Quality of Argument



Quality of Argument Comparison



Explanations

Unclear - No clear position or a position without reasons.

Position with some reason - A clear position and at least one unelaborated reason.

Position elaborated reason - A clear position with several reasons one of which is elaborated.

Position fully developed - A clear position and a strong complete argument.

IV. Student Results - Secondary Traits

Mechanics results lend themselves to thorough analysis. Results here describe student writing fluency in words per essay and sentence length. Mechanics errors are grouped as word errors: spelling, word choice, capitalization; and sentence errors: punctuation, agreement, run-on, awkward and end marks.

Mechanics

Write a Story - Kangaroo Mechanics - 102013-400 Packets A,B,E

Here is a picture of a kangaroo in Australia. Look at the picture for a while, What do you think is happening? Where do you suppose the kangaroo came from? Where do you think he is going? Look how high he jumps! Why do you suppose he is jumping over the fence?

Write a story about what is happening in the picture.

Example 1

The kangroo^{S} is jumping over the fence.^{X} He might of^{K} got^{K}
away from the zoo.^{X} and also^{P} something might be after
him.^{X} Sumething might be going to hurt^{A} him.^{X} The
kangroo might be hurt and can not walk.^{A} The kangroos
might be see^{K} who can jump the higest^{S} over the fence.^{X}
And he might be after [some one]^{S} or some thing.^{X}

Example 2

The kangroo^{S} might be haveing a race to sea who
can fly the fastest.^{X} The kangroo^{S} might be flying
just for fun.^{X} The kangroo^{S} might be going in a
hurry^{E} Another kangroo^{S} might be hurt.^{X}
The kangroo might want to act like a
airplane. AX

Scoring

Example 1

10/104	Spelling Errors
3/104	Usage Errors
No	Capitalization Errors
No	End Mark Errors
1/11	Punctuation Errors

Example 2

2/11	Agreement Errors
No	Word Choice Errors
No	Awkwardness Errors
104	Words
11	Sentences

Famous Building - Mechanics - 203012-081 Packets A&B - A&D

Everybody knows of something that is worth talking about. Maybe you know about a famous building like the Empire State Building in New York City or something like the Golden Gate Bridge in San Francisco. Or you might know a lot about the Mormon Tabernacle in Salt Lake City or the new sports stadium in Atlanta or St. Louis. Or you might be familiar with something from nature, like Niagara Falls, a gigantic wheat field, a grove of orange trees, or a part of a wide, muddy river like the Mississippi.

There is probably something you can describe. Choose something you know about. It may be something from around where you live, or something you have seen while traveling, or something you have studied in school. Think about it for a while and then write a description of what it looks like so that it could be recognized by someone who has read your description.

Name what you are describing and try to use your best writing.

This is a place of solitude where you can go to get away from it all.X Just leave the world behind you and go.X

You can take your whole family with you or just you and a certain person that you want to be close to can go.WX You get away from all the confusion of the city, and end up in a place of quiet and comfort.X You live in small log cabins and bring with you only the necessities of life with you.WX The animals run free in their own surroundings and the scenic grounds are everywhere.X There is a lake for swimming and fishing and you just want to K lay on the soft grass in the sun all day and hope that time never goes by again.WRX

No	Spelling Errors	1/6	Word Choice Errors
No	Usage Errors	3/6	Awkward Sentence Errors
No	Capitalization Errors	1/6	Run-on Sentence Error
No	End Mark Errors	131	Words
No	Punctuation Errors	6	Sentences

Explanations

S - Spelling Errors

This marking should describe obvious spelling errors. Sometimes a spelling error and word choice error may be confused. As a rule 1) if the word in question was totally incongruous to the context of the sentence, the pupil probably made a spelling error. However, if 2) the word "sort of" made sense in context but was the wrong word it was probably a word choice error.

Agreement takes precedence over spelling.

Spelling errors include: letter reversals, b,d; word reversals, saw, was; plurals not formed, United State, or formed incorrectly, pianoes, homonyms, there, their; accept, except; its, it's; to, too, two.

Other spelling errors are making one word into two: room mate.

K - Word Choice

A word choice error results when one word is used instead of another which would clearly be better. If a particular word could be changed one or more ways, any of which would correct the diction error, a word choice error is marked. e.g. That is not what he should of^{k} done. Rise/raise sit/set lie/lay than/then who/which/that beautifulest.

C - Capitalization

Capitalization is treated liberally. Errors which were scored are only these:

First word in a sentence
Proper adjectives within a sentence
Proper nouns within a sentence
The pronoun "I" whenever it occurs

No other capitalization errors were scored!

P - Punctuation

Commission or omission errors involving commas, dashes, quotes, semicolons and apostrophes were scored as punctuation errors. End marks are treated separately (E).

A - Agreement

Agreement takes precedence over spelling and word choice errors.

W - Awkward

If a sentence could have been fixed several ways with the various changes involving different or more than one word, then it is awkward.

R - Run-on Sentence

Run-on sentences for the purpose of this scoring are four or more independent clauses strung together with conjunctions instead of, or in addition to conventional marks of punctuation. Run-on sentences for the purpose of this scoring include fused sentences and comma splice.

E - End Mark

Missing end marks were noted. Every sentence must have some sort of end punctuation if the next sentence starts with a capital letter.

Observed Performance and Citizen Staff Standards
(percentages of students by performance level)

	Perfor-mance	4th Minimum	(102013) Desired	Perfor-mance	8th Minimum	(203012) Desired	Perfor-mance	11th Minimum	(203012) Desired
S - Spelling Errors/Word									
More than 4%	62	35	25	47	25	15	25	10	5
4% to 1%	30	55	60	42	50	60	51	60	55
Less than 1%	8	10	15	11	20	25	24	30	40
K - Word Choice Usage Errors/Word									
More than 4%	8	30	20	2	20	15	2	10	5
4% to 1%	22	50	55	22	60	60	12	60	55
Less than 1%	70	20	25	76	20	25	86	30	40
C - Capitalization Errors/Word									
More than 2%	16	50	25	3	25	15	2	15	5
2% to ½%	24	45	60	21	60	50	15	35	30
Less than ½%	61	5	15	76	15	35	83	50	65
E - End Mark Errors/Sentence									
More than 20%	10	40	25	4	25	20	6	15	5
20% to 4%	10	50	60	30	50	40	21	55	45
Less than 4%	80	5	15	66	25	40	73	30	50
P - Punctuation Errors/Sentence (not End Marks)									
More than 20%	47	60	50	57	40	20	62	20	10
20% to 4%	11	40	40	30	55	70	25	70	70
Less than 4%	42	0	10	13	5	10	13	10	20
A - Agreement Errors/Sentence									
More than 20%	10	25	20	10	20	10	10	5	0
20% to 4%	3	55	60	42	45	60	34	60	60
Less than 4%	87	20	20	48	35	30	56	35	40
R - Run-on Errors/Sentence									
More than 20%	47	not determined		25	not determined		16	not determined	
20% to 4%	13			36			30		
Less than 4%	40			39			54		
W - Awkward Sentences Errors/Sentence									
More than 20%	49	25	20	46	15	10	38	10	5
20% to 4%	18	55	50	37	45	40	41	45	40
Less than 4%	33	20	30	17	40	50	21	55	55

Mechanics Overall

Ave. # of words/essay	Bloomington	Nat'l
4 (n=56)/9 yrs	80.4	54.8
8 (n=68)/13 yrs	206.9	128.5
11 (n=98)/17 yrs	209.0	137.2

Ave. # of sentences/essay	Bloomington	Nat'l
4/9 yrs	6.41	4.9
8/13 yrs	8.60	9.3
11/17 yrs	14.22	9.4

Mechanics - Word Errors

		Spelling		Word Choice (usage)		Capitalization	
		average errors essay	average errors 100 wds	average errors essay	average errors 100 wds	average errors essay	average errors 100 wds
Bloomington	4	5.0	6.3	.8	1.0	1.8	2.3
	8	8.6	4.2	1.6	.8	1.3	.6
	11	5.4	2.6	.9	.4	1.3	.6
National	9 yrs	4.1	8.4	.5	1.0		
	13 yrs	5.3	4.8	.8	.7		
	17 yrs	3.4	3.0	.6	.6		

Mechanics - Average Number of Sentence Errors per Essay

		Punctuation	Agreement	Run-on	Awkward	End Marks
Bloomington	4	1.8	0.1	1.0	1.0	.2
	8	3.5	1.0	1.6	2.2	.5
	11	4.0	.8	.9	2.4	.5
National	9 yrs			.5	1.1	
	13 yrs	3.0	1.0	1.0	2.6	
	17 yrs		.6	.6	1.8	

V. Analysis, Comments and Recommendations

Analysis involved a judgment of the strength, probable strength, acceptable, probable weakness or weakness of student performance from comparison with citizen-staff standards and national performance. Following such analysis, comments and recommendations were responsibly written by the citizen-staff analysis and reporting committee by linking together data with issues.

Strengths and Weaknesses by Primary Trait

I. Recording Information - Strengths and Needs

Exercise & Level		Completeness	Clarity	Coherence
Accident Report	4	Potential Strength	Potential Strength	Acceptable
	8	Strength	Potential Strength	Acceptable
	11	Strength	Potential Strength	Acceptable
Telephone 201014	4	Strength	Strength	Potential Strength
Telephone 201018	8	Potential Need		Potential Strength
	11	Potential Need		Potential Strength

Comments:

Recording information includes completeness, clarity, and coherence.

Overall, the ability to record information is a moderately strong writing trait for Bloomington students.

Bloomington students capably write an accident report with completeness, clarity, and coherence.

In recording a telephone message fourth grade students demonstrated strength in all three areas. Eighth and eleventh grade students showed a need for more completeness in recording a telephone message.

Recommendation:

It is recommended that students be made aware of the need for completeness in recording information.

II. Responding - Strengths and Needs

Exercise & Level		Appropriateness (format)	Coherence	Clarity (detail)	Completeness
Thank you note 201002	4			Strength	Strength
	8			Strength	Strength
	11			Strength	Strength
Envelope 201021	4	Strength		Strength	Strength
	8	Strength		Strength	Strength
Job Application 202013	11	Need	Potential Strength	Need	Potential Need
Letter to Classmate 201017	4			Strength	Strength
	8			Potential Strength	Potential Strength
	11			Acceptable	Acceptable

Comments:

Overall, responding is a strong writing trait for Bloomington students. They can aptly write thank you notes, write letters, and address envelopes.

The performance of grade 11 Bloomington students in the writing of a letter of application for employment shows an area of need.

Recommendation:

A unit in the writing of a letter of application for employment should be mandatory in the required grade 10 English classes with a follow-up unit in grade 11. The students should also learn to fill out a job application form, which was not included in the writing assessment.

III. Expression - Strengths and Needs

Exercise & Level		Narrative Design	Point of view	Use of language	Originality lack cliches	Edited revision
Music	8	Potential Need		Acceptable	Potential Strength	
	11	Acceptable		Acceptable	Potential Strength	
Tennis Shoes 101013	4	Potential Need	Strength		Acceptable	
	11	Potential Strength	Acceptable		Strength	
Moon Report 203008	4	Strength				Strength
	8	Strength				Potential Strength

Comments:

Bloomington students exhibit strengths in writing for expression.

Recommendation:

Present writing instruction for expression should be continued.

IV. Persuasion

Exercise & Level		Quality of argument
Friday Carnival 201004	4	Potential Strength
	8	Need
	11	Potential Strength
Woman's Place 203014	4	Need
	8	Potential Need
	11	Need

Comments:

Persuasive writing is a writing trait not strongly exhibited by Bloomington students. Students do not clearly present points of view and elaborate reasons to support their point of view.

Recommendation:

It is recommended that more writing experiences be provided in persuasive writing, specifically in the areas of clarity and quality of the argument. Persuasive writing should be a part of the curriculum in all grade levels and be integrated into all subject areas.

Mechanics

Strengths and Weaknesses by Secondary Trait

Exercise and Level

Trait	Kangaroo			Famous Building					
	4			8			11		
	National	Standards	Overall	National	Standards	Overall	National	Standards	Overall
Words/Essay	S	NA	S	S	NA	S	S	NA	S
Sentence/per essay	S	NA	S	A	NA	A	S	NA	S
Spelling	S	N	PN	S	N	PN	PS	PN	A
Word Choice	A	S	S	A	S	S	A	S	S
Capitalization	NA	S	S	NA	S	S	NA	S	S
Punctuation	NA	S	S	N	N	N	NA	N	N
Agreement	NA	S	S	A	PS	PS	A	S	S
Run-on	PS	NA	PS	A	NA	A	S	NA	S
Awkward	S	PN	A	S	N	PN	PS	N	PN
End Marks	NA	S	S	NA	S	S	NA	S	S

PS - Probable Strength
S - Strength
A - Acceptable
PN - Probable Need
N - Need
NA - Not Applicable

Mechanics Errors and Primary Writing Traits

Percentage of Mean Secondary Trait Errors by Argument Level

Quality of Argument	Spelling	Word Choice	Capital-ization	Punctu-ation	Agreement	Run-on	Awkward	End Marks	Sentences
Grade 4									
Takes position	4.8	.91	.73	1.1	.18	.55	1.0	.27	5.8
Position - elaborated reason	5.3	.88	1.0	2.3	.12	1.3	1.1	.24	6.2
Position - several elaborated reasons	5.1	.68	3.5	1.5	.053	1.0	.89	.11	7.2
Grade 8									
Little elaboration	9.7	2.0	1.0	3.6	.57	2.4	2.0	.76	4.5
Good elaboration	8.5	1.6	1.3	3.2	1.0	1.8	1.7	1.1	6.7
Inventive & consistent elaboration	8.5	1.6	1.3	3.7	1.1	1.2	2.5	.57	9.3
Grade 11									
No elaboration	6.3	0	2.0	4.8	1.2	.83	2.0	.17	8.2
Little elaboration	5.5	1.0	2.8	4.8	1.1	1.2	3.5	.9	12.1
Good elaboration	4.7	.95	.86	3.6	.57	.95	2.1	.45	14.5
Inventive & consistent elaboration	5.7	.96	.65	3.8	.77	.81	2.4	.27	17.8

- -

Comments:

Good mechanics of writing are used by Bloomington pupils. They exhibit good quantity of writing, word choice, capitalization, sentence construction and use of end marks. Pupils with higher order persuasive writing skills also have higher skills in the mechanics of writing.

Student performance at all levels in spelling and use of awkward sentences while not meeting the rigorous staff-citizen standards does compare well with that performance of national 9-year-old, 13-year-old and 17-year-old pupils. Grade 8 and grade 11 punctuation would seem to need improvement.

Recommendations:

Lessons for improvement of spelling, punctuation and sentence construction should be writing assignments rather than word lists or editing exercises.

VI. Range of Students' Performance on Mechanics of Writing

Sentences/Essay

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	(%)
4th (n=165)	52.1	34.5	11.5	.6	.6	-	-	-	
8th (n=142)	7.0	26.1	25.4	23.2	11.3	1.4	4.2	1.4	
11th (n=197)	8.6	27.4	31.0	19.8	8.1	4.1	.5	.5	

Words/Essay

						Number of Words							
	0-9	10-49	50-99	100-149	150-199	200-249	250-299	300-349	350-399	400-449	450-499	500+	(%)
4th (n=165)	0	14.5	57.0	21.8	5.5	1.2	-	-	-	-	-	-	
8th (n=143)	0	2	8	14	22	26	14	9	3	1			
11th (n=197)	.5	2.5	13.2	20.3	13.2	20.3	11.7	10.7	4.6	1.5	1.0	.5	

Spelling Errors/Essay (S)

						Number of Errors							
	0	1-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	(%)
4th (n=165)	6.1	40.6	36.3	11.4	1.8	2.4	.6	-	-	.6	-	-	
8th (n=143)	4.2	25.9	33.6	20.3	7.7	4.9	1.4	1.4	0	0	0	.7	
11th (n=197)	3	52.4	31.1	6.0	4.5	2.0	.5	.5	-	-	-	-	

Word Choice Errors/Essay (K)

	0	1	2	3	4	5	6	7	8	9	(%)
4th (n=165)	61.2	21.2	10.9	1.2	3.0	1.2	1.2	-	-	-	
8th (n=143)	44.3	24.3	13.6	7.1	4.3	2.9	1.4	1.4	0	.7	
11th (n-197)	52.3	25.9	10.7	4.6	3.6	.5	1.5	1.0	-	-	

Capitalization Errors/Essay

	0	1-4	5-9	10-14	15-19	20-25	(%)
4th (n=165)	60.6	35.7	1.8	1.8	-	-	
8th (n=140)	52.1	36.3	8.6	2.1	-	-	
11th (n=197)	60.9	35.0	3.0	1.0	-	-	

Punctuation Errors/Essay

	0	1-4	5-9	10-14	15-19	(%)
4th (n=165)	41.8	47.9	9.0	1.2	-	
8th (n=142)	12.7	58.5	23.8	4.2	.7	
11th (n=197)	13.2	49.7	29.9	5.0	2.5	

Agreement

	0	1-4	5-9	10-14	15-19	(%)
4th (n=165)	86.7	13.3	-	-	-	
8th (n=140)	45.0	54.3	.7	-	-	
11th	55.3	43.1	1.5	-	-	

Run-on

	0	1-4	5-9	10-14	15-19	(%)
4th (n=165)	40.0	58.8	1.2	-	-	
8th (n=142)	38.0	57.0	4.9	-	-	
11th	53.3	45.2	1.5	-	-	

Awkward Errors/Essay

	0	1-4	5-9	10-14	15-19	(%)
4th (n=165)	33.3	64.9	1.8	-	-	
8th (n=142)	16.2	66.9	14.7	2.1	-	
11th (n=197)	20.8	69.0	9.6	.5	-	

End Mark Errors/Essay

	0	1-4	5-9	10-14	15-19	(%)
4th (n=165)	80.0	19.4	.6	-	-	
8th (n=142)	64.3	35.0	.7	-	-	
11th (n=197)	71.6	26.9	1.5	-	-	